Stage 3 Learning From Home Plan - Term 3, Week 10



All tasks can be found in Google Classroom. Go to the Classwork page and look under each day's heading.

If you do not have access to a device or Internet, you can complete the tasks described below on paper or using the attached worksheet. Where possible, please turn in all tasks through Google Classroom by attaching either a file or photo of your work.



MONDAY 13 th September	TUESDAY 14 th September 9:00am ZOOM	WEDNESDAY 15 th September	THURSDAY 16 th September 9:00am ZOOM	FRIDAY 17 th September
SPELLING	Learning Intention: To recognise the	sound pattern in my spelling words ar	nd other words.	
 Read your words aloud with an adult. Highlight your personal spelling words. Write your spelling words and check carefully. Complete the Spelling Word Search. 	 Read your words aloud. Write your spelling words and check carefully. Complete one activity from the Word Work grid. Try not to repeat an activity from last week. 	 Read your words aloud. Write your spelling words and check carefully. Complete one activity from the Word Work grid. Try not to repeat an activity from last week. 	 Read your words aloud. Write your spelling words and check carefully. Complete one activity from the Word Work grid. Try not to repeat an activity from last week. 	 Complete one activity from the Word Work grid. Try not to repeat an activity from last week. Have a family member test you on your spelling words.
GRAMMAR Learning Inte	ntion: To identify abstract and collecti	ve nouns.	HANDWRITING Learning Intention	: To practice cursive handwriting.
Write 10 sentences using abstract nouns (one per sentence). Use nouns from the list provided on the Abstract Nouns worksheet or come up with your own.	 Collective Nouns Complete the worksheets: Matching Collective Nouns and Using Collective Nouns in a Sentence 	 Grammar Scattegories Categories: abstract noun, proper noun, collective noun, adjective, verb, adverb You have 1 minute to come up with a word for each category that starts with a given letter. 	Re-write a short text of your choice in your best cursive handwriting. Use a pen on lined paper and aim to write about 10 sentences in total.	 Typing Club Go to: www.typingclub.com Complete 2 touch typing lessons. Note: You do not need to log in. You can use the free version of the website.
READING	Learning Intention: To infer meaning			LIBRARY
 Watch: Game On! Episode 4 Telling Dean (link in Google Classroom) Complete the: Episode 4 Telling Dean Questions If you can, watch this episode again, with a parent. 	 Watch: Game On! Episode 5 Asking Claudia (link in Google Classroom) Complete the: Episode 5 Asking Claudia Questions If you can, watch this episode again, with a parent. We will discuss the Game On episodes in today's Zoom session. 	The Game On! series includes 4 different storylines: Ryan and the "free" ringtones Dean's obsession with Star Warriors Grace sharing her password Ollie's online photographs Select ONE of these storylines and retell the events using the Comic Strip template.	 What are the key messages the Game On! series tries to teach the viewer? (Hint: There are FOUR of them.) Who is the target audience for this series? Write a review of the Game On! series. In your review comment on the events in the series, the key messages and how effective you believe the series is in conveying these messages to their target audience. 	 Listen to Our Home, Our Heartbeat by Adam Briggs on Storybox Online (link in Google Classroom) Think about the sort of legend you want to be when you grow up and the things you hope to achieve. Fill the picture frame template with words and images that inspire you. Images can be handwritten, drawn or cut from newspapers or magazines.

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WRITING	Learning Intention: To research and	write an informative book about one a	animal and its adaptations.	
Publish	Publish	Publish	Publish	Publish
 Continue working on the Stage 3 Research and Writing Task – Animal Adaptations Aim to complete the following pages in Book Creator: Front Cover Contents Page Name and classification of your animal Use the Task Instructions and the Task Marking Rubric to make sure you have included everything you need. 	 Continue working on the Stage 3 Research and Writing Task – Animal Adaptations Aim to complete the following pages in Book Creator: Description of their environment Physical appearance Diet Use the Task Instructions and the Task Marking Rubric to make sure you have included everything you need. 	 Continue working on the Stage 3 Research and Writing Task – Animal Adaptations Aim to complete the following pages in Book Creator: Structural adaptations Physiological adaptations Behavioural Adaptations Use the Task Instructions and the Task Marking Rubric to make sure you have included everything you need. 	 Continue working on the Stage 3 Research and Writing Task – Animal Adaptations Aim to complete the following pages in Book Creator: Glossary List of sources Back cover Use the Task Instructions and the Task Marking Rubric to make sure you have included everything you need. 	 Finish your Stage 3 Research and Writing Task – Animal Adaptations Using the Task Marking Rubric, evaluate your final product and highlight the box in each row that best describes your book.
MATHS	Learning Intention: To identify line a	and rotational symmetry in two dimens	sional shapes. To reflect, translate and	rotate two-dimensional shapes.
Mentals	Mentals	Mentals	Mentals	Mentals
 Complete Think Mentals, Unit 24, Day 1 OR complete 1 column of All Operations E 	Complete Think Mentals, Unit 24, Day 2 OR complete 1 column of All Operations E	Complete Think Mentals, Unit 24, Day 3 OR complete 1 column of All Operations E	Complete Think Mentals, Unit 24, Day 4 OR complete 1 column of All Operations E	Complete Think Mentals, Unit 24, Day 5 OR complete 1 column of <i>All Operations E</i>
Line Symmetry	Rotational Symmetry	Rangoli Patterns	Transformations A	Transformations B
Watch: Shapes - Lines of Symmetry (link in Google Classroom) Complete the worksheet: Transformation, tessellation and symmetry - symmetry	 Watch: How to Find the Order of Rotational Symmetry (link in Google Classroom) Complete the worksheet: Rotational symmetry 	Complete the activity: Rangoli Patterns (using rotational Symmetry)	 This activity will be included in today's Zoom session. Look at the Reflection, Translation, Rotation poster Write a brief explanation, in your own words, of a: Reflection (flip) Translation (slide) Rotation (turn) Complete the worksheet: Translations, Reflections and Rotations A 	Complete the worksheet: Transformation, tessellation and symmetry - transformation
Mathletics	Mathletics	Mathletics	Mathletics	5 Minute Multiplication Frenzy
2 x Mathletics tasks	2 x Mathletics tasks	2 x Mathletics tasks	2 x Mathletics tasks	Complete the 5 Minute Multiplication Frenzy.

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PDH

Personal Digital Devices

• Complete Game On activity 5: Personal Diaital Devices

PERSONAL DIGITA	IL DEVICES		
Learning Intention: T	a understand how to be	a good online citizen.	
	is expected to act respon	particular place. A citizen ha sibly. As well as being a citize	
Tack A - Devices			
What personal digital d	leuloes do you use?		
Are you the only one in	your family who uses this	device or do you have to share o	with someone else?
	activities you use your dev		
Play games	Errad	Make phone calls	Send Sext messages
Take photos	Record videos	Uplcad phatas/videos	Wash You Tube clips
Check social media	Worth TV shows	Disten to music	Browse Internet
Read books	Download Apps	Download Ringtones	Create content
Task B - Downloading			
When your digital devia on the go. But is that a	e is connected to the tister good thing to do?	net you can download films, TV	shows, games, apps or ring
What do you download	on your device(c)?		
Do you have to get per	mission before you downlo	ad comething?	
Why is it important to p	get pennicoon before you o	lownicad comething?	
		niced films, Trichows, games, a	
What websites or ortin	e clarec da you use to dow	moad films, TV-shows, games, a	ppc or ringlames?
Can you trust these site	s? Hawdo you know?		

Learning Intention: To recognise strategies for staying safe online.

Online Life

• Complete Game On activity 6: Do you live your life online?

enstand how to be a good		
	coline citizen.	
activity for 14 hours		
Contract to		
DEVICE	ACTIVITY	TIME SPEAT ONLINE
PM	Read Facebook New Geed and Notifications	20
	hours andninutes our ordine activity. Ordine Ar	ne many hours and minutes you stank you spend online hours and minutes: sour ordine activity. College ACE/USY SEE SOUR ACE/USY SEE Final Real Familiania strength and see see see see see see see see see se

Screen Time

Complete Game On activity 7:
 Screen Time versus Green Time

SCREEN TIME VERSUS GREEN TIME		
Learning Intertion: To understand how to be a good	online citizen.	
Screen time is the time you spend watching TV or DVDs, us games, and using a mobile phone. You much screen time is health. Time spent outdoors can have a positive impact on	in have a negative impact on your physics	
Teris A		
Make a list of how many screens you encounter in a normal list until you go to bed that night. Keep track of how much t		
Now much of your screen time is spent completing schools	en/	
How much of your corees time is spent on lessure activities	,	
Tack 8 Think: How much screen time is too much? Is there no such technology? Do you think you should limit your screen time.		ur use of
Make a list of the possible negative consequences of spend		
Politie	Negative	

PDH Festival of Fruit and Veg

 Create and illustrate some fruit and vegetable puns to celebrate the Festival of Fruit and Vea.



FINISHING OFF

- Catch up on any unfinished tasks.
- Upload images of any tasks completed on paper to Google Classroom and turn in the assignment.
- Check that all of this week's assignments have been turned in on Google Classroom.

PE/FITNESS

PE/Fitness

- Complete the Week 10 PE lesson provided by Mrs Trotter today.
- Complete approximately 30 minutes of physical activity each day.

CAPA/PDH/STEM

Free Choice Rubric

- Select and complete one activity from the *Free Choice Rubric*.
- Year 6 students may complete activities from the Lake High Transition Wellbeing Google Classroom to count towards this task.



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